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ABSTRACT

The goal of this study was to establish relationships and/or determine differences between various factors and the extent of instructional development activity. Subjects were 43 graduates of a masters program in library education, currently employed as school media professionals at the K-12 level, who responded to a mailed questionnaire. Forty independent variables were drawn from environmental and personal factors and combinations of the factors. The dependent variable was the extent of instructional development activity as measured by the Media Professional Activities Checklist. Hypotheses were tested through the use of either chi-square tests of independence or a stepwise multiple regression analysis. One very important conclusion was that limited instructional development was being conducted by the school media professionals surveyed. The description of the media professional who is an instructional developer emerges as one who reads the current literature, has adequate production equipment, and has had training in traditional library areas as well as psychology and research. No personality factors emerged as significantly influencing instructional development. (VT)

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FACTORS AFFECTING INSTRUCTIONAL DEVELOPMENT ACTIVITIES OF SELECTED K-12 MEDIA PROFESSIONALS

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INTRODUCTION

Instructional development is a systematic approach to the design, production, utilization, and evaluation of complete systems of instruction (AECT, 1977:172). The role of the school-level media professional as instructional developer was formalized in the joint ALA/AECT publication Media Programs: District and School (ALA/AECT, 1975). In this publication, activities delineated for the media professional included (1) participation in curriculum development and implementation, (2) recommendation of media applications to accomplish specific instructional purposes, (3) translation of information from one presentation form to another through the production of materials, and (4) development of materials for self-instructional use by learners with specific objectives.

Hug (1975) posits that the function of the media center and media professional will change and expand as more teachers realize the effectiveness of media. At the same time, as educational media becomes more specific and precise as a discipline, the media professional will become an integral part of the educational program (Hug, 1975:138).

Stelmaker (1976) projects that the pressures resulting from increased professionalization of teachers, greater community involvement in education, development of a greater choice in curriculum, and technological development will change the major functions of the media center. The media center that he envisions will be a curriculum development and usage center staffed by experts in instructional development.

Jetter (1972) conducted a Delphi Study to determine the consensus among experts in the field as to the viable roles for the media professional of the future. The major role that emerged was that of instructional development specialist. In order to meet the requirements for this type of professional, Jetter called for the design of new programs for professional education of media specialists.

The leap from a separate library function and a separate audiovisual function to an amalgamation of the two, with the added dimension of instructional development, was conceptualized by Peterson (1974). This concept included the media professional as part of an instructional development team which comprised the subject specialist, the reading specialist, and others.

This position is echoed in the textbook for potential media professionals by Brown, Norberg, and Srygley (1972:1). They state that:

> Contemporary education requires a systematically administered and technologically oriented media program that is considerably more than a simple combination of library and audiovisual resources. The key to the approach is not found in merely bringing together various educational media services under a new organizational title; it lies in the effective integration of those services with the process of planning and implementing the entire instructional program.

Erickson (1968:10) also called for the media professional to fill the role of a curriculum worker by being a supervisor of instruction and consultant for teachers. Prostano and Prostano (1971:214-44) and Davies (1969:41-58) both include chapters involving instructional development concepts.

Gilchrist and Roberts (1974:3) state that the curriculum development function must be the central concern of the school system. Lowrey (1971) calls for persons entering the field to have competencies in areas of human behavior, learning, and learning environment, as well as the process of planning, evaluation and research.

The potential cost benefit of providing media professionals with instructional development expertise is pointed out by Kruse (1971). Schools spend over one billion dollars on instructional technology, but much of the expenditure is wasted because of disorganized and inefficient utilization. Kruse believes that the problem can be partially remedied by providing the media professional with usage skills.

The Extent of Instructional Development Activities

A study was conducted by Pearson (1974) to determine the amount of involvement on the part of the media professional in instructional development activities. His population was IMC Directors of Individually Guided Education/Multi-Unit Schools, and the instrument used was a checklist consisting of thirteen activities drawn from the Task Analysis Survey Instrument (ALA, 1969). Pearson found that involvement in instructional development activities ranged from fifty-six percent for the task "observes classroom work to coordinate media center activities with school instructional programs" to a high of ninety-five percent for the task "plans cooperatively with faculty members to coordinate materials and media center activities with curriculum programs, units, and textbooks." The average task received a seventy-nine percent involvement score.

The graduates of six experimental programs in library education were polled to determine the extent to which they performed various media activities at the school level (ALA, 1975). Six of the functions involved learning and learning activities. At least fifty percent of the graduates polled performed each function, with a high of eighty-eight percent of the respondents involved in the application "of learning and learning theory to assist the learner in his pursuit of individual and group search and inquiry" (ALA, 1975:117).

Marshall (1972) in a study of the tasks performed by library-media center staffs in the secondary schools of South Carolina found that fewer than half of the instructional technology tasks noted in the survey were performed. Many of the media center heads reported that no one in the school district was assigned to perform instructional development activities.

Van Dreser (1971) conducted a survey to ascertain the job competencies essential to the media professional. Among other findings, he determined that the tasks involving instructional development were rated significant by both administrators and media professionals. Recommendations were made to include instructional design, learning theory, and curriculum in the preparation of the media professional.

Factors Affecting Instructional Development Activities

In a study involving head secondary school librarians in Minnesota, Schulzetenberge (1970) found that the best set of predictors for success in curriculum development activities with teachers were type of materials

programs, undergraduate major, and working preference. Personality factors correlating with curriculum development activities were the possession of a diversity of interests, interests similar to others, and a tendency toward extroversion.

Larsen (1971), in a study of Utah secondary school media professionals, found that lack of time, space, and budgets were factors in preventing the media specialist from acting in an idiographic versus a nomothetic mode.

The hypothesis that a correlation existed between certain quantitative factors in media centers and innovation in secondary schools was tested by Myers (1972). The factors included print expenditures, print and non-print holdings, size and type of staff, and circulation systems. Innovativeness was measured by a checklist of innovative courses. The analysis of data yielded no significant correlations except between the number of audiovisual specialists and the extent of innovative practices. Further research into the role of the audiovisual specialist was called for.

Leeper (1975) compared the services provided by open space and self-contained elementary school libraries. We concluded that "individuals, particularly the principal and the library-media person, are the most important variables in determining the quantity and quality of use made of elementary school library media centers." (Leeper, 1975:4825-A).

The extent to which librarians were allocated responsibilities by administrators and teachers was correlated with personality factors by

Daniel (1974). Findings were that librarians given larger responsibilities were signigicantly more humble, accommodating, and submissive. They were also significantly more conscientious, responsible, and persevering. Librarians allocated less responsibility had significantly more independence, were more projective, and more radical. Daniel also found that librarians rejected the role of curriculum planner, both in the present practice and in the ideal case.

The relationship between quantitative factors such as size of staff, expenditures, types of media, and space and qualitative factors such as media collection, utilization, and administration services was studied in public school media centers by Downes (1975). Little relationship between the quantitative and qualitative factors was found.

Savage (1975) attempted to increase the empathic capabilities of instructional developers through a three-stage technique designed for the training of personnel counselors. While the techniques had an effect on the sensitivity toward the affective state of others, it failed to increase the ability to predict to a significant degree the beliefs of others (Savage, 1975:425).

Maudaus (1975), in a study investigating factors affecting circulation, found that teaching structures present in the school correlated with curriculum involvement on the part of the media professional. Personality factors of the media professional did not correlate with curriculum involvement. Maudaus measured curriculum involvement with a questionnaire which listed twenty-nine activities and utilized a

Likert-type scale with which the principal rated the media professional to the extent of involvement in each task.

Sociological factors were studied by Kerr (1977) as to their possible effect on instructional development in the schools. These factors included career mobility, professionalism, economic conditions, cosmopolitanism, and role taking ability. Role taking ability on the part of the media professional correlated with the acceptance of instructional development activities among elementary and senior high school media professionals. Another finding was that, at the elementary level, both teachers and administrators were more interested in having media professionals engage in instructional development than the media professionals themselves (Kerr, 1977:259).

Summary

The role of the media professional as instructional developer is a relatively recent phenomenon. As with many educational developments, the advocacy in the literature far outstrips the practice in the field. While several factors were identified as correlating with instructional development activities on the part of the media professional, the findings were neither clear nor consistent. No study was located which dealt with the correlation of role perceptions, environmental factors, empathy, and personal background factors with instructional development activities.

THE PROBLEM

The literature of library education and educational technology was replete with exhortations for the media professional to become involved in instructional development at the school level. A survey of studies investigating the extent to which instructional development tasks were actually performed by this population revealed an inconsistent record and insufficient data in many areas.

No clear evidence existed that could establish a causal relationship between personal and environmental data and the number and quality of instructional development activities undertaken. No study was located which attempted to correlate personal and environmental data and instructional development activities involving production, learner analysis, and validation.

Purpose of the Study

The purposes of this study were:

1. to ascertain the extent of involvement in instructional development activities by the members of the population.

2. to determine the relationship between environmental and personal factors and the amount of instructional development activities.

Hypotheses

The following hypotheses were tested:

1. There will be no significant difference in amount of instructional development activities between the members of the population dichotomized as to:

a. age

b. sex

c. experience as a librarian

d. classroom experience

e. number of years at present position

f. recency of coursework

g. grades serviced

h. amount of time not assigned to supervisory tasks

i. ratio of professionals to students

j. location of audiovisual area

k. presence or absence of a production area

l. enrollment

m. budget for production supplies

n. budget for commercial non-print materials

o. budget for print materials

p. amount of planning time given to teachers per day

q. amount of extended planning time given to teachers during year

2. There will be no significant relationship between the amount of instructional development activities and

a. the total number of production, design, and general courses taken

b. the number of production courses taken

c. the number of design courses taken

d. the number of general courses taken (General courses included traditional library education as well as psychology courses.)

e. competency in production area

f. competency in design area

g. competency in general area

h. number of central services offered

i. number of production equipment items

j. number of journals read

k. amount of clerical assistance

l. amount of technical assistance

m. number of parent volunteers

n. number of student volunteers

o. number of innovative teaching practices

p. score on cautiousness section of personality test

q. score on original thinking section of personality test

r. score on personal relations section of personality test

s. score on vigor section of personality test

t. score on ascendancy section of personality test

u. score on responsibility section of personality test

v. score on emotional stability section of personality test

w. score on sociability section of personality test

Assumptions

The assumptions under which this study was conducted were:

1. The members of the population will fill out the forms accurately.

2. The Media Professional Activities Checklist reflects an accurate portrayal of instructional development activities.

Delimitations

This study was restricted in the following areas:

1. the population was restricted to the graduates of the masters program of the Graduate School of Library Service, The University of Alabama.

2. the personal and environmental factors were restricted to those included on the instruments.

METHODOLOGY

This research involved a questionnaire study as the principal method. The goal of the study was to establish relationships and/or determine differences between various factors and the extent of instructional development activity.

Independent Variables

Forty independent variables were drawn from the environmental and personal factors and combinations of the factors.

Dependent Variable

The dependent variable was the extent of instructional development activity on the part of each media professional as measured by the Media Professional Activities Checklist.

Subjects

The subjects were the graduates of the masters program in library education at the University of Alabama who were employed as school media professionals at the K-12 level. There were ninety graduates in the population.

Instrumentation

Five instruments were used including:

1. Media Professional Background Data Questionnaire. This was an investigator-designed instrument which gathered personal information from the media professional. (See Appendix 1 for sample.)

2. Environmental Data Questionnaire. This investigator-designed

instrument gathered information relating to factors in the working environment which could affect instructional development activity. (See Appendix 2 for sample)

3. Gordon Personal Profile. This was a general personality test which consisted of eighteen items and yielded scores on ascendancy, responsibility, emotional stability, and sociability.

4. Gordon Personal Inventory. This was a general personality test which consisted of twenty items and yielded scores on cautiousness, original thinking, personal relations, and vigor.

5. Media Professional Activities Checklist. This investigator-designed instrument consisted of a listing of twenty-eight activities gathered from the literature and through input from practicing professionals. These activities represented a continuum of instructional development activities. The media professional was requested to indicate the category which represented the frequency with which the activity was performed. (See Appendix 3 for sample.)

Procedures

A packet containing a cover letter and the instruments was sent out to each member of the population. The cover letter introduced the project and requested cooperation. (See Appendix 4 for sample.) Three weeks after the initial mailing, a reminder was sent in the form of a post card. A total of forty-three usable packets were returned. A portion of the graduates were no longer employed as school media professionals.

Data Collection

The responses from the instruments were tabulated and transferred

onto computer coding forms. A computer card was punched for each member of the population.

A total score was generated for the Media Professional Activities Checklist. The Environmental Data Questionnaire and Media Professional Background Data Questionnaire had separate scores for each item or subsection.

Analysis of the Data

Hypotheses 1a-q were tested through the use of chi-square tests of independence. The scores of the Media Professional Activities Checklist were dichotomized into two groups. The low group consisted of those who had scores from 0 to 28, and the high group consisted of those who scored from 29 to 56.

Each of the hypotheses were tested by determining whether a significant difference in the number of media professionals falling into the low and high categories was engendered by the dichotomization indicated by the hypothesis. These statistical calculations were done at the .1 level of significance.

Hypotheses 2a-w were tested through the use of a stepwise multiple regression analysis. The dependent variable was the score on the Media Professional Activities Checklist. The independent variables were entered into the equation in the order that they accounted for the variance among those variables not yet entered. All analyses were done at the .05 level of significance.

Limitations

The limitations of this study were:

1. reliance on the media professional to complete the instruments accurately.

2. restrictions of the dependent variable to the activities listed on the Media Professional Activities Checklist.

3. the small percentage of returns usable for the multiple regression analysis.

RESULTS AND ANALYSES

Dependent Variable

The dependent variable was the score on the Media Professional Activities Checklist. This instrument consisted of 28 tasks with three categories of frequency of performance: rarely, occasionally, and frequently by each task. Scores were obtained by assigning a value of 0 to rarely, 1 to occasionally, and 2 to frequently. This resulted in a possible range of 0 to 56. The actual mean score was 25.78 with a standard deviation of 6.85.

Hypotheses 1a-q

Hypotheses 1a-q stated that there would be no significant difference in amount of instructional development activity between the members of the population when dichotomized as to a series of variables. As can be seen from Table 1, only the variables of years of classroom experience and enrollment produced a significant difference. The variables of age, sex, experience as a librarian, number of years at present position, recency of coursework, grades serviced, time not assigned, ratio of professionals to students, location of audiovisual area, presence or absence of a production area, budget for commercial non-print materials, amount of time for planning, and planning block for teachers did not produce a significant difference in instructional development activities.

TABLE 1

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE

Variable	chi-square	df
Age	1.51	4
Sex	.03	1
Classroom experience	7.11*	3
Library experience	3.33	3
Years at present position	1.59	3
Recency of coursework	4.90	3
Grades serviced	.84	5
Amount of time not assigned to supervision	4.95	5
Ratio of professionals to students	3.23	3
Location of audiovisual services	1.48	2
Presence or absence of a production area	.25	1
Enrollment	6.47*	3
Production budget	2.95	4
Commercial non-print budget	3.76	5
Print budget	3.54	5
Planning time	.94	2
Amount of extended time off for teachers	1.45	2

*Significant at the .1 level

As can be seen from Table 2, the media professionals with the greatest number of years of classroom experience scored lower on the instructional development activities instrument. The media professionals with little or no experience scored close to even, while the group with moderate experience scored higher.

TABLE 2

DISTRIBUTION OF THE SUBJECTS DICHOTOMIZED BY CLASSROOM EXPERIENCE

Years Class. Experience	Score on dependent variable 0-28	29-56	Total
0-1	12	11	23
2-3	0	2	2
4-10	8	4	12
11-20	5	0	5
Total	25	17	42

The second variable that resulted in a significant difference in chi-square value was the size of enrollment. Table 3 indicates that the media professionals at the lower and upper end of the enrollment spectrum performed fewer instructional development activities than those media professionals employed in mid-sized schools.

TABLE 3

DISTRIBUTION OF THE SUBJECTS DICHOTOMIZED BY ENROLLMENT OF SCHOOL

Enrollment	0-28	29-56	Total
100-500	13	4	17
500-1000	8	11	19
1000-2000	2	3	5
Over 2000	2	0	2
Total	25	18	43

As a result of the chi-square analyses, Hypotheses 1a,b, d-k, and m-q were not rejected. Hypotheses 1-c and 1-L were rejected at the .1 level.

Hypotheses 2a-w

Hypotheses 2a-w state that there would be no significant relationship between instructional development activities and specified environmental, personal, and personality factors of the media professionals in the population. As indicated in Table 4, three of the independent variables yielded significant simple correlations with the dependent variable at the .05 level. The significant variables were number of journals read, number of production equipment items, and number of general courses. All three were positively related to the dependent variable.

TABLE 4

SIMPLE CORRELATION VALUES

Independent Variable	Simple r
Total number of production, design and general courses taken	.297
Number of production courses taken	.179
Number of design courses taken	.241
Number of general courses taken	.367*
Competency in production	-.074
Competency in design	.185
Competency in general areas	.232
Number of central services obtainable	-.049
Number of production equipment items	.386*
Number of journals read	.505*
Number of clerical assistants	-.131
Amount of technical assistance	.245
Number of student assistants	-.075
Number of parent volunteers	.040
Number of innovative teaching structures	.171
Score on cautiousness section	.030
Score on original thinking section	.052
Score on personal relations sections	.130
Score on vigor section	-.181
Score on ascendancy section	-.007
Score on responsibility section	-.173
Score on emotional stability section	-.200
Score on sociability section	-.069

Twenty-one of the twenty-three independent variables, when entered into the stepwise multiple regression process yielded a significant F score for the step entered. Collectively, the twenty-one variables accounted for .872 of the variance in the amount of instructional development activities. The first three variables entered accounted for .418 of the variance. (See Table 5.)

TABLE 5

SUMMARY TABLE OF STEPWISE
MULTIPLE REGRESSION

Dependent Variable: Instructional Development Activities			
Independent Variable	r	r^2	r^2 change
Number of journals read	.505	.255	.255
Number of production items	.386	.344	.088
Number of general courses	.367	.418	.074
Clerical Assistance	-.131	.463	.044
Central Services	-.049	.502	.039
Cautiousness	.030	.519	.016
Number of innovative teaching practices	.171	.545	.025
Emotional stability	-.200	.572	.026
Vigor	-.181	.602	.030
Personal Relations	.130	.625	.022
Amount of technical assistance	.245	.667	.041
Competency in design	.185	.708	.041
Responsibility	-.173	.738	.030
Original thinking	.052	.778	.039
Amount of student assistance	-.075	.817	.038
Sociability	.069	.834	.016
Parent volunteers	.040	.839	.005
Ascendancy	-.007	.844	.004
Competency in production	-.074	.850	.005
Number of courses	.297	.854	.004
Production courses	.179	.872	.017

CONCLUSIONS

The first, and a very important conclusion, was that limited instructional development was being conducted by the school media professionals in the population. There was, however, much room for improvement in the number of the more involved instructional development tasks which were carried out.

School size and teaching experience appeared to engender a difference in the amount of instructional development undertaken by the media professional. Those at either end of the spectrum did significantly less instructional development than those media professionals who fell in the middle ranges of the two variables.

Many of the variables, however, did not result in a significant difference in the amount of instructional development activity. This lack of difference could be the result of the method of collecting the data, and should be researched further.

On the other hand, the twenty-one variables that were entered into the stepwise multiple regression formula accounted for a substantial amount of the variance in the dependent variable. The description of the media professional who is an instructional developer emerges as one who reads the current literature, has adequate production equipment, and has had training in areas traditional to library education as well as psychology and research.

No personality factors emerged from this study as significantly influencing instructional development activity. This discrepancy with the findings of previous studies might be a factor of the particular traits studied or of the more specific definition of instructional development activities utilized.

RECOMMENDATIONS

Recommendations based on the population used in this study should be limited to awarenesses and calls for further research. The media professional should be aware that instructional development activity is based in part on a solid background acquired through a formal education and maintained through a regular and in-depth reading program.

Research should be conducted using a more heterogeneous population and with changes in the variables used. These changes could include:

1. the addition of the principals's perception of the media professional's role.
2. the deletion of the broad personality measure with the addition of an in-depth measure of that factor which most affects the success of the change agent.
3. the addition of the media professional's perception of the importance of the role of instructional developer.

Instructional development is a vital activity in the pursuit of excellence in education. Given the right circumstances, the media professional can play an important role in the implementation of this activity. The circumstances must be identified, environments modified, and training programs changed to facilitate this role.

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APPENDIX 1

MEDIA PROFESSIONAL BACKGROUND DATA

MEDIA PROFESSIONAL BACKGROUND DATA

PLEASE PROVIDE THE FOLLOWING INFORMATION ABOUT YOURSELF. ALL RESPONSES WILL BE TREATED AS AGGREGATE DATA, AND IDENTITIES WILL NOT BE DISCLOSED.

Please circle the appropriate data:

AGE Under 23 24-35 36-45 46-55 Over 55

SEX Male Female

NUMBER OF YEARS CLASSROOM TEACHING EXPERIENCE 0-1 2-3 4-10 11-20 Over 20

NUMBER OF YEARS SCHOOL LIBRARY EXPERIENCE 0-1 2-3 4-10 11-20 Over 20

NUMBER OF YEARS AT PRESENT POSITION 0-1 2-3 4-10 11-20 Over 20

Undergraduate Degree _____ Date_____ Major_____ Minor_____

Institution_____

Graduate Degree _____ Date_____ Major_____ Minor_____

Institution_____

DATE OF MOST RECENT COURSEWORK_____

PLEASE CHECK IF YOU HAD COURSES THAT COVERED THE FOLLOWING AREAS:

PLEASE RATE YOUR PRESENT COMPETENCY IN EACH AREA EVEN THOUGH YOU MAY HAVE HAD NO FORMAL TRAINING.
0: Little or no competence
3: Fairly competent
5: Very competent

___Design and production of instructional materials	0___ 1___ 2___ 3___ 4___ 5___
___Specification of instructional objectives	0___ 1___ 2___ 3___ 4___ 5___
___Learner analysis	0___ 1___ 2___ 3___ 4___ 5___
___Design and use of programmed instruction	0___ 1___ 2___ 3___ 4___ 5___
___Selection and evaluation of instructional materials	0___ 1___ 2___ 3___ 4___ 5___
___Testing and measurement	0___ 1___ 2___ 3___ 4___ 5___
___Selection and use of children's literature	0___ 1___ 2___ 3___ 4___ 5___
___Selection and use of young adult's literature	0___ 1___ 2___ 3___ 4___ 5___

___Teaching of reading	0___ 1___ 2___ 3___ 4___ 5___
___Understanding and application of child psychology	0___ 1___ 2___ 3___ 4___ 5___
___Understanding and application of adolescent psychology	0___ 1___ 2___ 3___ 4___ 5___
___Understanding and application of educational psychology	0___ 1___ 2___ 3___ 4___ 5___
___Systems design	0___ 1___ 2___ 3___ 4___ 5___
___Lesson planning	0___ 1___ 2___ 3___ 4___ 5___
___Understanding and application of learning theories	0___ 1___ 2___ 3___ 4___ 5___
___Selection and use of reference sources	0___ 1___ 2___ 3___ 4___ 5___
___Administration of the library/media center	0___ 1___ 2___ 3___ 4___ 5___
___Use and production of instructional television	0___ 1___ 2___ 3___ 4___ 5___
___Photography	0___ 1___ 2___ 3___ 4___ 5___
___Utilization of instruotional materials	0___ 1___ 2___ 3___ 4___ 5___
___Conduct and/or use of educational research	0___ 1___ 2___ 3___ 4___ 5___
___Validation of instructional materials	0___ 1___ 2___ 3___ 4___ 5___

APPENDIX 2

ENVIRONMENTAL DATA QUESTIONNAIRE

ENVIRONMENTAL DATA QUESTIONNAIRE

1. Please circle the grades that you work with:

1 2 3 4 5 6 7 8 9 10 11 12

2. Please circle the nearest fraction of the day that you are assigned to the library:

1/4 1/2 3/4 whole day

3. Please circle the nearest fraction of the day that you are assigned to the library and not engaged in supervising students or teaching classes:

1/6 1/3 1/2 2/3 5/6 whole day

4. Ratio of library/media professionals to students:

_____

5. Are the audiovisual services handled

(Please check one:)
___As part of the library program and in the same area
___As part of the library program but in another area
___As part of another program

6. Is there a permanent area for production of instructional materials?

(Please circle one:)
Yes No

7. Please circle the category in which the enrollment of your school falls:

Less than 100 101-500 501-1,000
1,001-2,000 Over 2,000

8. Please circle the category in which the yearly budget for production supplies falls:

Less than $100 $101-500 $501-1,000
$1,001-2,000 $2,001-3,000 Over $3,00

9. Please circle the category in which the yearly budget for commercial non-print instructional materials (Include rental budget.) falls:

Less than $100 $101-500 $501-1,000
$1,001-2000 $2,001-3,000 Over $3,00

10. Please circle the category in which the yearly budget for print materials falls:

Less than $100 $101-500 $501-1,000
$1,001-2,000 $2,001-3,000 Over $3,0

11. Please check the services that are provided by your school district's central office:

___library supervisor ___production of materials

___instructional design ___central processing

___film library

___Other (please specify)_____

_____

_____

12. Please check the items which you have easy access to:

___35mm camera ___copy stand

___Thermofax copier ___dry mount press

___mechanical lettering device(s)

___videotape recorder

13. Please list the professional journals that you read regularly:

_____

_____

_____

_____

14. Please circle the amount of time that the teachers are allocated daily for planning:

0-30 min. 31-60 min. Over 60 min.

15. Please circle whether teachers are given time off during the year to plan courses:

Yes No

16. Please check the aides that are available to you and the fraction of the day that each is assigned to the library:

___Clerical	___1/4	___1/2	___3/4	all day
___Technician	___1/4	___1/2	___3/4	all day
___Graphic artist	___1/4	___1/2	___3/4	all day

17. What is the average number of student assistants that you have available each hour?

_____

18. What is the average number of parent volunteers that you have available each hour?

_____

19. Please check which of the following teaching structures are present in your school:

___modular scheduling ___team teaching

___individually guided education ___non-graded grouping

___open space classrooms ___teacher aides

___large and small group instruction.

APPENDIX 3

MEDIA PROFESSIONAL ACTIVITIES CHECKLIST

MEDIA PROFESSIONAL ACTIVITIES CHECKLIST

Listed below are activities that may be performed by media professionals. Please circle the category beside each activity that describes the frequency with which you perform the activity.

1. Acquires, maintains, and provides selection aids for finding new materials.	rarely	occasionally	frequently
2. Helps to determine specifications for purchase of equipment used in instruction.	rarely	occasionally	frequently
3. Works with teachers in formulating instructional objectives.	rarely	occasionally	frequently
4. Plans and discusses media center-related topics with teachers.	rarely	occasionally	frequently
5. Participates in team-teaching activities.	rarely	occasionally	frequently
6. Observes classroom work to coordinate media center activities with instructional programs.	rarely	occasionally	frequently
7. Designs and produces instructional materials in response to a general topic given by a teacher.	rarely	occasionally	frequently
8. Verbally suggests titles of instructional materials to teachers.	rarely	occasionally	frequently
9. Participates in curriculum development and revision.	rarely	occasionally	frequently
10. Determines measurable objectives for the media program.	rarely	occasionally	frequently
11. Plans jointly with faculty members to coordinate media center activities with curriculum programs, units, and textbooks.	rarely	occasionally	frequently
12. Designs and produces instructional materials in response to instructional objectives, learner characteristics, and other parameters.	rarely	occasionally	frequently
13. Arranges and conducts sessions to preview and evaluate materials.	rarely	occasionally	frequently

14. Solicits feedback from teachers via forms and interviews about the materials produced and purchased.	rarely	occasionally	frequently
15. Conducts workshops for teachers in evaluation and selection of materials.	rarely	occasionally	frequently
16. Acts as part of an instructional team in designing instructional programs.	rarely	occasionally	frequently
17. Validates the instructional materials purchased and produced by using observations of student behavior and matching these with instructional objectives.	rarely	occasionally	frequently
18. Prepares lists of commercial materials in response to instructional objectives, learner characteristics, and other parameters.	rarely	occasionally	frequently
19. Engages in research activities relative to the media center program.	rarely	occasionally	frequently
20. Develops long-range plans cooperatively with teachers and administration.	rarely	occasionally	frequently
21. Assists individual teachers in curriculum planning.	rarely	occasionally	frequently
22. Develops lists of titles of instructional materials in response to a specific topic given by a teacher.	rarely	occasionally	frequently
23. Gives instructions in use of materials and/or equipment to students.	rarely	occasionally	frequently
24. Produces instructional materials in response to a specific design given by the teacher. This design specifies the type of medium and content to be included.	rarely	occasionally	frequently
25. Conducts evaluation of adequacy and suitability of instructional facilities, equipment, and services with regard to learning outcomes.	rarely	occasionally	frequently
26. Conducts workshops for teachers in use of materials and/or equipment.	rarely	occasionally	frequently
27. Works with teachers in selecting materials to meet specific objectives.	rarely	occasionally	frequently
28. Maintains a source of curriculum guides, professional materials for use in planning.	rarely	occasionally	frequently

APPENDIX 4

COVER LETTER

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

GRADUATE SCHOOL OF LIBRARY SERVICE
P. O. BOX 6242
TELEPHONE 348-6610

November 14, 1977

Dear

The enclosed materials are part of a research project which we are undertaking involving all graduates from the GSLS currently employed in the public schools. From this study, we expect to gain information which will form the basis for a study involving the southeastern United States.

The packet contains five instruments which should collectively take no more than 30 minutes to complete. They are:

MEDIA PROFESSIONAL ACTIVITIES CHECKLIST
ENVIRONMENTAL DATA QUESTIONNAIRE
MEDIA PROFESSIONAL BACKGROUND DATA
GORDON PERSONAL PROFILE
GORDON PERSONAL INVENTORY

All data collected in this study will be aggregated and no school or individual will be singled out or identified in any way, nor will any comparisons be made.

Your cooperation in returning the packet is most essential to our successful completion of the project. Although we realize that you are extremely busy we are counting on you as one of our graduates to assist us in this endeavor. We would like to tabulate our data prior to the end of the semester; therefore we would appreciate receiving your response by December 1, 1977.

Thanks!!

Sincerely,

Nina Martin
Associate Professor

Philip Turner
Assistant Professor

NM/PT:fw
Enclosure